DOCUMENT RESUME

ED 236 946 FL 014 112

AUTHOR Kyle, Regina M. J.; Allen, Edwin J., Jr.
TITLE Profiles of Bilingual Education Programs. Final Report.
INSTITUTION White (E.H.) Co., Washington, DC.
SPONS AGENCY National Inst. of Education (ED), Washington, DC.
PUB DATE [83]
CONTRACT NIE-400-81-0004
NOTE 24p.
PUB TYPE Reports - General (140)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Bilingual Education Programs; Elementary Secondary Education; *Program Descriptions; Reports

ABSTRACT

A project to produce reports on ten effective bilingual education programs is described. The work involved in generating the report series was conducted in four phases: site identification and development of report formats, selection of sites and report writers, visits of writers to the program sites, and review and submission of the reports. The criteria for selection of bilingual program sites, the sites featured in the report series, descriptions of the selected programs and report writers, and a list of the report reviewers are appended. (RW)

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Profiles of Bilingual Education Programs

NIE 400-81-0004

FINAL REPORT

FL014112

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Submitted by:
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Washington, D.C. 20005

Project Director: Regina M. J. Kyle
Senior Editor: Edwin J. Allen Jr.

PROFILES OF BILINGUAL EDUCATION PROGRAMS; FINAL REPORT

INTRODUCTION

The Education Amendments of 1978 identified a need for information about bilingual education in the United States: the extent of the requirements for service, how well existing federally supported programs are managed, and what effective practices seem best able to achieve the goals of bilingual education. The Amendments established a coordinating group, the Part C Committee, composed of representatives from different agencies within the Education Department, to develop a research plan for meeting these Congressional mandates.

Among the responsibilities of the Part C Committee is the provision to Congress of information about what effective bilingual programs have as their specific educational goals and objectives, what programmatic activities are established to reach these objectives, and what happens to the participating children with regard to their scholastic and other achievements.

The Part C Committee launched a number of studies related to this mandate. These have provided the scientific information on bilingual instructional programs and other information related to the design of instructional services. These studies were missing an important element, however. A need remained to communicate what an excellent program is as a whole. The purpose of this project was to provide such information through a series of reports on individual bilingual education programs. This series is seen as a valuable complement to the more quantitative approaches to presenting information to Congress, and helps to communicate the variety of programs and their dynamics with regard to students, their families, and their communities.

The National Institute of Education contracted with E. H. White and Company to produce the series of profiles. Project Director was Dr. Regina M. J. Kyle. She was assisted by Edwin J. Allen Jr. as Senior Analyst and Editor. Other E. H. White staff extensively involved in the project were Eileen Vedral and Lilian Pitcaithly, who served as information specialists and contacts with the field.

OVERVIEW OF THE PROJECT

The work performed in generating the series of reports on individual bilingual education programs was conducted in four phases. The first, a planning and design phase, centered on site identification and the development of a set of issues and features around which all case studies would be written. Phase Two focused on site selection from the many candidates which were identified in Phase One, and on the selection of the writers for each report. Phase Three involved visits of the writers to each of the ten sites selected for the series. Phase Four involved review of the reports and production of the final drafts to be submitted to NIE. Phase Four also included the design of a cover for the report series.

PHASE ONE

The initial planning meeting for this project was held on July 8, 1981 at NIE. In attendance at that meeting were Lois-ellin Datta, Ramsay Selden, Candace Miyamura, Blanca Rosa Rodriguez, Judith Orasanu, and Edward Fuentes of NIE, Ron Hall and Gil Garcia of OBEMLA, Regina Kyle and Edwin J. Allen Jr. of E. H. White and Company, and Robert Yin, a private consultant and case studies expert. The meeting focused on three major topics: (1) recommendations of sites for inclusion in the series; (2) recommendations of writers for the case histories; (3) general issues related to study design, documentation procedures, and review processes. The meeting adjourned with the following charges: E. H. White and Company staff was to begin the site selection process based on information provided at the meeting and other information which NIE subsequently compiled and transmitted to E. H. White; E. H. White and Company staff were to start the process of identification of writers for the case histories in close consultation with the NIE Project Officer who was also to supply candidates for report writers; E. H. White and Company staff were to draft a case study outline for the writers, again in close consultation with the NIE Project Officer.

In the following three months ten sites were selected following an intensive process of review by both NIE and E. H. White and Company staffs. Selection criteria used in this process are found in Appendix A. The final site to be selected, the Cherokee Bilingual Education Program, involved two additional months of interviewing prominent American Indian leaders throughout the country in order to gain concensus among these leaders and federal officials. All sites except Cherokee were selected by September 30, 1981. The Cherokee Program was selected in mid-November. The eleven sites and the Program Directors are listed in Appendix B.

PHASE TWO

Concurrently with the above activities potential candidates for writers of the reports were identified at each of the eleven sites. Choice among several candidates at each location was made on the basis of three primary criteria: (1) general knowledge of education issues, (2) stature as respected journalists, and (3) availability for writing the report within the given time frame. Final selection of all writers was completed by the end of October except for the Cherokee program for which two writers were selected by the end of the year. A brief biography of the writers and a description of the program about which they wrote is given in Appendix C.

Phase Two also involved the production of a Message to the Authors, a document which outlined the purposes of the project and set forth a guide for information collection and composition of the reports. The generation of the guide involved intensive discussions with NIE and OBEMLA staffs by E. H. White and Company personnel. In addition, interviews were conducted with Congressional Committee staffs in order

to discover what questions they were asking about bilingual education. The guide was, therefore, a distillate of many concerns and provided a comprehensive set of protocols for the writers during their site visits to the various programs.

PHASE THREE

As the writers proceeded with their site visits during the months of October, November, and December (January in the case of the Cherokee program), E. H. White and Company staff stayed in close contact with them in order to provide direction in following the guide and to offer assistance when needed. At the same time a number of potential reviewers prominent in the area of bilingual education were interviewed. The reviewers made extensive comments on the first drafts of the reports. A list of those finally selected as well as the final form of the review process is presented in Appendix D.

PHASE FOUR

All drafts except that for the Cherokee program were received by the end of 1981. The Cherokee report was received at the end of January, 1982. Immediately upon receipt of the each first draft, copies were sent to the NIE Project Officer, OBEMLA, and to the appropriate reviewers (see Appendix D). All reviews were completed by the end of March, and copies of the reviewers comments and annotated copies of drafts were sent to the writers in March and April of 1982. Revisions from each of the writers were received during May and June with the exception of th Project BASICS report. The press of other business prevented the writer of this report from completing the required revisions. Editing and production was performed by E. H. White and Company staff and all reports except for Project BASICS were delivered to NIE by July 2, 1982 for further review and editing.

The final review and editorial process at NIE revealed two reports which required further work due primarily to the reluctance of the writers to address completely the reviewers' comments. E. H. White and Company staff agreed to perform the rewrites of the Project BASICS and the Franklin Northeast Supervisory Union reports. Both rewrites were based on an interview with the Project Director following a protocol constructed from the reviewers' comments. The Project BASICS report was delivered in February, 1983 and the Franklin Northeast program report the following month.

Following final review and editing at NIE 10 copies of each program were delivered to NIE on April 29, 1983. In addition, camera-ready cover art, designed by an E. H. White and Company subcontractor and reviewed by NIE, was also submitted at this time. Finally, copies of the relevant report were sent to the writer and the program director at each site.

APPENDIX A

SELECTION CRITERIA FOR BILINGUAL REPORT SERIES

The sites selected for the bilingual report series are intended to show diversity, excellence, and the range of challenges facing educators and communities in developing and implementing programs in bilingual education.

DIVERSITY

One element in the selection process was geographic diversity. California, New York, Florida, and Texas--all states with large LEP and/or immigrant populations are represented in five of the programs. Programs in other areas are represented by examples from Vermont, Maryland, North Carolina, Oklahoma, the District of Columbia and Washington state. Since only eleven programs could be selected and geographic representation was one of several criteria, all areas of the nation could not be included. This particular set does give us a very good spread geographically.

Along with geographic diversity across states, we also selected to provide urban-suburban-rural examples. Four programs are rural: Alice,Texas; Franklin, Vermont; Pasco, Washington--also a migrant program; Tahlequah, Oklahoma, a Native American program. Six are urban: New York City, Dade County, Los Angeles (Ramona), UCLA (Voc ED), Washington International School, and Charlotte-Mecklenberg. Charlotte-Mecklenberg also has suburban schools involved as does Montgomery County.

Linguistic diversity was also an element in selection. Programs range from those dealing with Spanish alone (Alice, Texas and Pasco, Washington), French alone (Franklin Northeast, Vermont) and Cerokee alone (Tahlequah, Oklahoma) to Spanish and Armenian (Ramona Elementary School, California) Spanish and Haitian Creole (Dade County, Florida and New York City), Spanish/French/Dutch (Washington International School) and to school districts coping with the challenge of students from many different linguistic backgrounds (Montgomery County, Maryland and Charlotte-Mecklenberg, North Carolina).

Age and grade level of the students was also considered. The programs range from pre-kindergarten through postsecondary vocational education. Some are elementary only (Ramona, Alice, Dade, IBI), New York City). Others include both elementary and secondary students (Montgomery County, Charlotte-Mecklenberg,

Washington International). One vocational education program is included, UCLA's bilingual dental assistant training program.

Socioeconomic diversity was another factor. The programs include those whose students are categorized as low SES (Ramona, IBI, Alice, New York City) and those with students from low to high SES (Franklin, Charlotte-Mecklenberg, Montgomery County, Washington International School).

EXCELLENCE

In considering elements that make a program work, different aspects of success were reviewed. A few examples follow.

Two of the programs--Alice, Texas and IBI, Pasco, Washington--have been validated through the JDRP process and information available to other programs through the National Diffusion Network.

The UCLA Bilingual Voc ED program has had an excellent record of job placement for its graduates over a number of years and seems to be one of the best bilingual voc ed programs with any history.

PS189 in New York City is working with low SES students who regularly go on to high achievement and to the best high schools in the city.

Washington International School's program has been validated through external evaluation and the success of its students in college admissions and the international baccalaureate.

Most of the programs chosen have had external evaluations, some of which are still in process. All have internal evaluations of student progress. Many of these rely on standard testing procedures.

All the programs are ones that the superintendents in the various school districts believe to be good, working examples of what can be done. While bilingual education is a very controversial topic in most communities, all of the programs selected enjoy strong support within their communities. This is especially evident in programs such as Charlotte-Mecklenberg, Ramona, and the UCLA Voc Ed program.

Success is also measured by the willingness of the local school district to invest money in the bilingual program. This is particularly true of Montgomery County, Charlotte-Mecklenberg, Ramona, and PS 189 in New York City.

RANGE OF CHALLENGES

One important aspect of the group selected for the series is the range of challenges it presents. Individual sites, even when superficially similar, have different problems to overcome, different challenges to face. These are programs making a difference in their local communities. A few examples follow.

Both Montgomery County and Charlotte-Mecklenberg have had an influx of immigrants from many nations, especially from Southeast Asia over the last five years. Both have to cope with small numbers of students from many different linguistic backgrounds, many of them of junior and senior high school age. Charlotte-Mecklenberg has the additional problem of needing to bus many of its bilingual students from the far reaches of Mecklenberg county, since it is a city-county consolidated school district.

The Dade County program is dealing with Hispanic students, many of them recent immigrants, from all three Hispanic communities: the Cuban, the Puerto Rican, and the Mexican. In addition they have large numbers of Haitian students and have taken the lead in the development of materials in Haitian Creole.

The Cherokee Bilingual Education Project, operating out of Tahlequah Oklahoma, serves eight rural school districts in northeastern Oklahoma, dealing with the challenges of a large rural territory to cover.

PS 189 in New York City and Franklin Northeast in Vermont present the urban and rural aspects of developing an enrichment program for low and moderate SES students and motivating them to higher achievement. Washington International School, on the other hand, is normally associated with middle and upper SES students and few people know of their outreach to talented students in the inner city of Washington, D.C. These three programs present three different ways of developing and implementing bilingual enrichment programs.

While IBI in Pasco has served migrant students, it has become a model for other non-migrant biligual programs as well. Alice, Texas, while not primarily a migrant program--there is a large, settled Hispanic population in the area--also serves migrant students, as does the Dade County program in Florida.

In short, these programs each face--and cope, with grace--a range of challenges and problems. With their strengths and their weaknesses they are living embodiments of bilingual education at work.

APPENDIX B

SITES USED FOR "PROFILES IN BILINGUAL EDUCATION"

Alice Independent School District
200 North Reynolds Street
Alice, Texas 78332
512/664-0981
(Mrs. Socorro Garza)

Charlotte-Mecklenberg
School District
Bilingual Education Department
P.O. Box 30035
Charlotte, North Carolina 28230
704/379-7170
(Kay Mitchell)

Franklin Northeast Supervisory
Union
Bilingual Project
Drawer D
Richford, Vermont 05476
802/848-3775
(Paula Johnson)

Individualized Bilingual
Instruction
P.O. Box 2367
Pasco, Washington 99301
509/547-8441
(Louise Gustafson)

Montgomery County School District
Bilingual Department
850 Hungerford Drive
Rockville, Maryland 20850
301/279-3441
(Betty Knight)

Dr. Sylvia Rothfarb
Title VII - Elementary Project
BASICS
1080 LaBaron Drive, Room 20
Miami Springs, FL 33166

P.S. 189
1100 East New York Avenue
Brooklyn, New York 11212
212/756-0210
(Josephine Bruno)

Ramona Elementary School
1133 North Maripose Avenue
Los Angeles, California 90029
213/663-2158
(Richard Torchia)

UCLA Bilingual Vocational Dental
Assistant Training Program
University Extension
Educational Opportunity Center
1100 South Grand Avnue, Rm. 115
Los Angeles, California 90015
213/747-0585
(Brenda Reed)

Washington International School
3100 Macomb Street, N.W.
Washington, D.C. 20008
202/966-8510
(Dorothy Goodman)

Cherokee Bilingual Education Program
P. O. Box 769
Tahlequah, Oklahoma 74464
(Agnes Cowen)

APPENDIX C

PROGRAM DESCRIPTIONS AND BIOGRAPHICAL SKETCHES OF WRITERS

Profiles of Bilingual Education Programs

MONTGOMERY COUNTY PUBLIC SCHOOLS, ROCKVILLE, MARYLAND
SHARON CONGDON

Established as a pilot program in 1980, the Language Center of the Bilingual Program of the Mountgomery County School District serves the K-12 student population at many sites throughout the county. The site was chosen because of this system wide capability as well as the great diversity of languages and cultures which are represented. Over 30 countries and 22 languages are included in the program whose students come from a wide variety of socioeconomic and educational backgrounds. The School District is highly committed to the program and provides a great deal of local in-kind support.It also provides an example of what can be done in a suburban community with both Title VII and local funding.

Sharon Congdon is a free lance writer living in Silver Spring, Maryland. She has an abiding interest in bilingual education and her articles on it have appeared in the Washington Post. A graduate of the College of Notre Dame in Maryland, she has been Managing Editor of Women's Work and Associate Editor of Washingon Dossier.

ALICE INDEPENDENT SCHOOL DISTRICT, ALICE, TEXAS
BILL DOUTHAT

This K-7 program has been in existence for 8 years and centers on four instructional areas: language skills, reading, math, and culture and heritage. The program is designed to increase English performance of the Spanish speaking child. Teachers enroll voluntarily and receive training through the Texas Education Agency Institute. The program was selected because it received JDRP validation, is a completely rural program, and has been in existence for a long period of time.

Bill Douthat is a reporter for the Austin American Statesman where he has worked for three years. Before that he lived for 13 years in southern Florida where he was engaged in numerous activities both as a freelance writer and asstaff reporter. He knows the education scene in Texas and has written on many educational topics.

RAMONA ELEMENTARY SCHOOL, LOS ANGELES, CALIFORNIA
JUANA DUTY

This PK-3 program was chosen because, although dominantly Spanish speaking youngsters participate in it, there is also a large number of Armenian speaking children who are served by a separate program. The program is a locally funded urban site and receives strong community support.

Juana Duty is a reporter for the Los Angeles Times. She writes features for the "View" Section as well as doing lifestyle and hard news items. She has a wide experience in urban reporting as reporter for the Chicago Sun Times, the Minneapolis Tribune, and the New York Times. A graduate of Fordham University she held a Journalism Fellowship at the University of California at Berkeley.

CHARLOTTE-MECKLENBERG SCHOOL DISTRICT, CHARLOTTE, NORTH CAROLINA
JUDY GAULTNEY

This K-12 program is working with 32 of the 64 languages spoken in the district. The program enjoys widespread community support and more than 40 scholarships were given to youngsters for summer school work by the business community. Local firms also provide paid leave time for their employees to participate in the program. The program serves nearly 600 students who represent about thirty percent of area students who do not have English as a first language. The K-6 program is run out of five centers in five different schools where students spend about half of their time in ESL classrooms and half in regular classrooms. This is a Title VII Demonstration Project in a Deep South state and includes both urban and suburban schools.

Judy Gaultney is on the editorial staff of the Charlotte News and specializes in education. A lifelong resident of Charlotte, Ms. Gaultney knows the area well and has written previously on the Charlotte-Mecklenberg bilingual project.

BILINGUAL VOCATIONAL DENTAL ASSISTANT TRAINING, LOS ANGELES, CALIFORNIA
KATHY MACKAY

The BVDAT program inludes all elements necessary for eligibility for the ADAA Certification Examination and the State Board examination. The program has been approved by the American Dental Association and has trained ESL instructors. The program is widely supported by practicing dentists as well as civic leaders. The program has an especially remarkable history of job placement success. It is an excellent example of what good bilingual vocational education can accomplish in an urban setting. This program has been supported for seven years under bilingual vocational education funding.

Kathy Mackay is a Radcliffe graduate living and working as a journalist in L.A. Her assigments have covered both formal news organizations (Washington Post, Time. Inc) as well as private sector writing and editing (Levi-Strauss Company). In addition to her current position as a staff writer for the Time Bureau in Los Angeles, she does a great deal of freelance work.

FRANKLIN NORTHEAST SUPERVISORY UNION, RICHFORD, VERMONT
CYNTHIA PARSONS

This PK-6 program is directed at native speakers of French who are not necessarily LEP children. All children come from families where French is spoken and the program is focused on bilingual/bicultural enrichment. As a result, student achievement scores have soared. It is a rural program located in the Northeast and serves one of the oldest bilingual language groups in the United States. The program is funded locally and through Title VII.

Cynthia Parsons is education editor for the Christian Science Monitor where she has worked for 14 years. She was for five years Executive Director of the National Council for the Advancement of Educational Writing, and for two years served as a Senior Program Officer at NIE.

INDIVIDUALIZED BILINGUAL INSTRUCTION, PASCO, WASHINGTON
CAROL RUBENSTEIN

This interstate migrant program (Texas to Washington) is located in three sites in the two states. Students are nearly 100% Hispanic in grades PK-3. In operation for more than 10 years the program has broken new ground in the instruction of migrant children and has received strong evaluations. It is also a JDRP validated program and has been funded through Title I, Title VII, state and local monies.

Carol Rubenstein is education reporter for the Oregon Journal and covers state as well as Portland developments in primary and secondary education. Previous to her journalistic assignments she was a primary school teacher and knows the education scene from two perspectives.

ELEMENTARY PROJECT BASICS, MIAMI, FLORIDA
RICHARD RUNDELL

The Title VII Elementary Project Basics program serves K-6 youngsters whose native language is either Spanish or Haitian Creole. In addition to the Dade County Public Schools the program serves one non-profit private school. The program was selected because of its service to one of the largest non-English speaking populations in the country, its largely newly immigrant population, and its materials development for Haitian Creole. Of special interest is the staff development of teachers in the district who are teaching new immigrants whom themselves are not eligible for the Project Basics program. In 1981-82 direct service will be provided to about 1,247 LEP students in six target schools which function as demonstration centers for other schools within each administrative area. It is a Title VII program and serves all of Dade County.

Richard Rundell is a former Assistant City Editor at the Miami Herald and is currently involved in a number of editorial and publications activities. His work for the Miami business community puts him in close contact with many civic leaders including those in the Hispanic community. He has a special interest in education issues.

P.S. 189, BROOKLYN, NEW YORK
MICHAEL RYAN

P.S. 189 is a New York City funded program except for 76 Haitian Creole students who are funded under Title VII. Serving youngsters in grades K-8, the program is multilingual (French, Spanish, and Haitian Creole). It is run as an enrichment, not remedial, program. Most students go on to the best public high schools and show significant achievement on standardized tests. These enrichment aspects and location in the inner city are principal criteria for selection.

Michael Ryan is a writer living in New York City where he is on the staff of Time, Inc. as Associate Editor of People magazine. After graduating from Harvard College, he lived in Boston for several years. There he wrote for a number of national publications and served as editor of Boston magazine.

WASHINGTON INTERNATIONAL SCHOOL, WASHINGTON, D.C.
STANLEY NICHOLS

The Washington International School was founded in 1966 to instruct youngsters in grades PK-12 in an international curriculum taught through English and French and English and Spanish. In addition to French and Spanish the school teaches Dutch through a subsidy from the Netherlands government. All other funding is private. The Washington International School was established to meet the need to serve the large international community in Washington D.C. as well as those Americans who want their children to study more international syllabuses than those used in U.S. schools. The program was chosen as an example of a bilingual enrichment program for academically advantaged youngsters.

Stanley Nichols (nom de plume) is an education journalist for a national weekly news magazine where he has worked for six years. He has lived in Washington D.C. for ten years as a penetrating analyst of the Washington and international scene where he has traveled widely.

CHEROKEE BILINGUAL EDUCATION PROJECT, TAHLEQUAH, OKLAHOMA
GAYE EZZELL
WATHENE YOUNG

This Native American program serves eight rural school districts in northeastern Oklahoma. It is notable for its diversity and involvement in the education of Indians of all ages. The K-3 program has grown one grade for each of the past four years. Exclusively Title VII funded in the beginning, kindergarten is now supported through local monies. A bilingual vocational program is run out of four district high schools and the largest (Kenwood) enrolls nearly 100 students. In addition Title IV funds have been used for an extensive program of materials development.

Gaye Ezzell has wide experience as a journalist and freelance writer. She has composed and edited corporate publications for Arthur Young and Company, St. John Medical Center, and Amoco Oil Company. Most recently she has been Community Resource Advisor to the Indian Pupil Education program in the Tulsa Public School System where she established and produced a newspaper for the program. Raised and educated in Oklahoma (B.A., University of Tulsa) Ms. Ezzell is a member of the Creek/Seminole Tribe.

Wathene Young is a writer, curriculum developer, and community relations specialist to many Indian education programs. She is currently Co-Director of the Educational Professionals for Indian Children program at Northeastern State University in Oklahoma where she publishes 3 periodicals. An American Indian born in Oklahoma, Ms. Young received her Speech Communications degree fromOklahoma State University.

APPENDIX D

INTERNAL REVIEWERS

Report Series on Outstanding Bilingual Education Programs

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Blanca Rosa Rodriguez
Eddie Fuentes
Candace Miyamura

Office of Bilingual Education and Minority Languages Affairs

Jesse Soriano, Director
Ron Hall
Gil Garcia
Dorothy Waggoner
Kelly Acosta
Rudy Munis
Rudy Cordova

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REPORTS AND REVIEWERS

Report Series on Outstanding Bilingual Education Programs

Montgomery County

- Reasoner
- Wing
- Guthrie

Charlotte-Mecklenberg

- Santiago
- Santos
- Chan

Individualized Bilingual Instruction

- Pachon
- Lehmann
- Zentella

Alice, Texas

- Leonard
- Santos
- Padilla

Franklin Northeast

- Pachon
- Gold
- Wing

Dade County

Reasoner

Fernandez

Chan

Ramona Elementary

Santiago

Gold

Padilla

Dental Assistant

Olivas

Fernandez

Wing

Washington International

Pachon

Lehmann

Chan

P.S.189

Olivas

Guthrie

Zentella

Cherokee

Leonard

Santos

Padilla